

U.S. NAVY MEDICAL DEPARTMENT ORAL HISTORY PROGRAM

CONVERSATION WITH HMCM(SW/FMF), USN(RET) BRIAN PAMPURO AND HMCS  
(SW/AW) JAYMIE BRINKMEIER ABOUT THE HISTORY OF THE EXECUTIVE  
MEDICAL DEPARTMENT ENLISTED COURSE (EMDEC) FORMERLY KNOWN AS  
HEALTH RESOURCES MANAGEMENT (HRM)

CONDUCTED BY  
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23 OCTOBER 2013  
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## BUMED Oral History Interview Synopsis and Key Words

**Narrators:** HMCM(SW/FMF), USN(Ret) Brian Pampuro and HMCS(SW/FMF) Jaymie Brinkmeier.

**Date and Location of Interview:**

23 October 2013, Walter Reed National Military Medical Center, Bethesda, MD

**Interviewer:**

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**Synopsis:**

For approximately the last thirty five years, the Executive Medical Department Enlisted Course (EMDEC), and its predecessor the Health Resources Management Course (HRM), has been the leading "practice and business" training opportunity for senior enlisted personnel in the Navy Medical Department. Open to enlisted medical personnel in grades E-7 to E-9, the course provides an in-depth overview of current approaches in health care management, clinical effectiveness and efficiency, systems thinking, financial management, information systems and other Navy Medicine topics for senior enlisted leaders assigned to operational, health treatment facilities, and mission specific command settings. On 23 October 2013, we sat down with the current and a former program manager of EMDEC to learn more about its history and its evolution.

**Key Words:**

DUINS- Duty Under Instruction  
EMDEC - Executive Medical Department Enlisted Course  
FAP - Family Advocacy Program  
HRM - Health Resources Management Course  
LMET - Leadership, Management, Education, and Training  
USS *Cole* (DDG-67)

The date is October 23, 2013. Today we have the great pleasure of talking with retired Master Chief Brian Pampuro and Senior Chief Jaymie Brinkmeier. The focus of this session will be the history of the EMDEC. This session is being conducted as part of the BUMED Oral History Project.

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Before we go into the history of the EMDEC Program, I'd like to capture a bit of your own personal stories, if you will. I'm going to ask Senior, you first, where did you grow up?

JB: I grew up in Freeport, Illinois. I graduated early from high school, and I just didn't feel that I was getting enough out of a community college. I'm the youngest of seven, and my parents were adamant about me attending a community college first before going to a university. So I then decided to go down to the recruiting office and I joined the Navy in '1995, in the Delayed Entry Program, and I left for Boot Camp in February of 1996.

**How did you become a Hospital Corpsman?**

JB: Actually, I joined the Navy as a Construction Electrician, and then I had a medical mishap. I fell, injured my back and I could have gotten out of the Navy or stay in and choose a different rating. At that time I chose the Dental Technician

rating. In 2005, the Dental Technician rating was merged with the Hospital Corps rating, hence my becoming a Hospital Corpsman at that time.

**Interesting. And what is your current position?**

JB: Currently, I'm the Director for EMDEC, and I'm also the SEL for Academic Programs.

**Now, Master Chief, where did you grow up? You mentioned New Britain?**

BP: I grew up in New Britain, Connecticut, graduated high school in 1976. I had actually enrolled in the community college. I wanted to go into law enforcement and I had my designs on being a policeman. My best friend, I knew from fourth or sixth grade, who I was very close with, pulled up in front of my house one day when I was working on my car, and said, "Guess what I did today?"

I said, "What?"

He goes, "I joined the Navy."

I was like, "Get out of here!" because I think wherever he went or I went, we were usually together, and I had no idea that he was thinking about joining the Navy. So he said, "Why don't you come to the recruiter's office? We can join together. They

have a buddy system." And he said, "I'm going to be a Hospital Corpsman."

And at that point in my life I couldn't even put a band-aid on right. So I said, "I don't know about being this Hospital Corpsman, but I'll go with you just for kicks and giggles." So I went down to the recruiter's office and I took the ASVAB test, and I looked at the pamphlet with all the Navy rating options, and I didn't want to be a Hospital Corpsman; I wanted to be a Postal Clerk. But the recruiter told me, "I think you're too dumb to be a Postal Clerk, but we can make you a Hospital Corpsman." It was something to do with my mechanical scores, or something on the ASVAB. So I said, "Okay, I guess I'll do the Hospital Corpsman thing." Long story short, we went to Boot Camp together; we went to Hospital Corps School together. My friend didn't like it, so he dropped out of Hospital Corps School, became a Boatswain Mate, and I liked it. He got out after four years and I stayed thirty.

**What do you currently do?**

BP: I work with NSA Bethesda Fleet and Family Support Center as a Financial Counselor and Educator.

**The focus of this session is the EMDEC Course. Can you tell me how this program developed?**

BP: Well, I believe it was established as a four week program back in the late 70s. It was a very competitive program, and basically senior enlisted leaders, Chiefs, Senior Chiefs, and Master Chiefs, from around the world would apply. They went through a selection process and then were eventually selected. There were probably 20 to 25 people per class back in those days, and they would come to Bethesda and they would spend a month here learning policies relative to the Bureau of Medicine and Surgery, leadership development. It was a four-week program until the LMET (Leadership, Management, Education and Training Program was developed).

Jaymie, I don't know if you remember the LMET Program, but it was an old leadership program. Basically it mirrored the two weeks of leadership that the folks in Health Resources Management got, so they lopped that two weeks out of the program, and then it became a two-week program. It had several Course Directors over the years, it's been a very, very well-liked program, competitive still. I don't know what the selection process is like now, but when I first took over, there was still a selection process, and a lot of that was driven by money costs, that sort of thing. But it was cut back to two weeks, and it was two weeks when I took it over in '98.

JB: It's now, currently, two weeks.

**How many times a year is it offered?**

JB: Six times.

**Can we discuss the selection process?**

JB: When the schedule for the year is released there's a nomination date that is provided with the class schedule. At that time SEL's fill out a nomination form. Once the due date comes, I review and screen the nomination forms. There's a criteria for selection that includes things such as how many years the candidate has remaining in their Navy obligation, where they're currently stationed, whether they have attended the course at a prior time and often cost. If the candidate has attended the course previously but a significant amount of time has passed and they are now a command SEL, I will make every effort to bring them back to the course.

**If somebody is selected for this course, what can they expect to go through for two weeks?**

JB: They will get an overview of the executive aspect of Navy medicine in terms of policy and protocol. They'll also get some senior leadership training in that two weeks. Additionally, the students will have exposure to the D.C. history and the National Capitol Area Region. For a lot of senior enlisted leaders, this

is their first time visiting this area, so the history and the culture are significant to them.

Not only are we bringing Navy SEL' to the course, since we are evolving to a more joint organization, we've had Air Force Army, and some Marines attend the EMDEC Course.

**And per class, how many students?**

JB: Right now, my max is 28 per class.

**We talked about the length of the course and that's changed over the years. What other changes have taken place with the course that you can think of?**

BP: Probably some of the curriculum changes, as Jaymie mentioned. We are always evolving into bigger and better things. We used to do evaluation writing. I don't know that you guys do that anymore?

JB: No.

BP: Writing point papers. When some of the younger, newer Chief Petty Officers would attend, some of them had not had a great experience with writing evaluations or writing point papers, or giving oral presentations and things like that. Back several years ago, that was one of the requirements while they were here. I think some of the curriculum has changed, obviously,

location, certainly the technology has changed. Right now, technology is at an all-time high here.

**So they all have to come to Bethesda to attend this class? Can they do it through VTC or any other technology? It's strictly in person?**

JB: Yes, and the reason being for that is, I believe, that's the best way to get interaction. You just don't get that human factor doing it via teleconference or a VTC.

**In your opinion, what makes a good leader?**

BP: Taking care of your people, being in-tune with what's happening with them professionally, personally, and taking a vested interest, a true interest, not just going through the motions, but really caring about those people. And some people are born with natural leadership abilities, some of those things can be learned, but the bottom line is whether you're a natural leader or whether you learn leadership skills, it's taking care of your people. That's the bottom line.

JB: I believe being able to influence others and instilling those characteristics so they can, in-turn, influence others. Whether sometimes they learn the good, bad, or the indifferent, they're still learning and they can choose to be whatever type of leader they want to be. That's what I like about this course.

You may think you're the best leader out there, but tomorrow you come to EMDEC and you sit next to another senior enlisted leader and you're like, "Wow, I wish I could change." Or, "Now I have another tool in my toolbox for my leadership style and I'm going to go this way with it." So I think a huge part of what EMDEC offers is the leadership element.

BP: I'll tell you that Jaymie just made a really, really good point because one of the things that I always used to say about being the course director of HRM or EMDEC is that in every class you always learn something from that class.

**I would imagine that these students spend time together outside of class sharing stories. Are there any stories that stand out in your minds?**

BP One of the things that I used to do, and I think Jaymie does it too, is tally up the years of service that each participant has. I used to go through the room and add up all those years of service, and back in the day we had a student body of about 40 in the class. So, take 40 Chiefs, Senior Chiefs and Master Chiefs, and you figure X number of years, anywhere from 12 to 20 plus years, and you could have 600, 700 years of service sitting in a room. If you can't take away some sort of learning experience from that, there's something missing. There were a lot of great times when people would get up and share

stories and experiences. The one guy that I think really grabbed the attention of the class when I was Course Director, was Master Chief James Parlier. Master Chief Parlier was a Hospital Corpsman but then became a formal Command Master Chief. He was the Command Master Chief of the USS *Cole* (DDG-67) when she was attacked in the Port of Yemen on 12 October 2000. Now, you talk about somebody that grabbed the attention of the others.

**So he attended the class after the *Cole* incident?**

BP: Yes. I was the Director at the time. What a great guy! He obviously had great emotions about his experience with the *Cole* attack, certainly I think anybody would, but what he willingly shared his experience and was able to "stay the course" with his career and as a leader. A real dynamic guy.

**So he talked about his experiences aboard the *Cole*?**

BP: Yes.

JB: One question you asked is "What do the students do outside of the class?" Well, we usually take a half a day and go down to D.C. and they get to tour the Capitol. After the Capitol visit, a lot of them decide to break up in groups, or on one occasion, we all went as a group on a walking tour of D.C. This is just more opportunity for them to interact, talk with each other and get to know each other better. When I set the classroom up, I

look at my roster and I try to keep people from the same commands separate. So they're sitting next to a new face and leader they're getting to learn about that new person's experiences as a leader.

**How does that go over?**

JB: The first day it's very, "Oh really, assigned seating." But by the end of the class I think they really enjoy it.

**Would you agree that you have to be part-psychologist as the Director?**

BP: Yeah, and you know what? Jaymie will tell you, whether there's 28 Chiefs or 40 Chiefs in the class, getting everyone settled and in place is sometimes like herding cats. It's particularly funny on the first day of class when the Chiefs all first enter the classroom. We used to call it "Dog Sniffing." They walk in and they're pretty subdued at first. Naturally, there are a lot of egos in motion and everyone is looking to see where each other is from and checking out each other's warfare pins, collar devices and ribbons. Sort of like "let's see, this guy's a submariner, and this guy's a SEAL, and this gal is surface warfare and air warfare, and everybody has their guard up. Then you do your ice breakers and you get them to talking to one another and communicating. The group begins to gel quickly

and typically, by the end of the class, they are a pretty close knit group. One of the former Course Director's, Master Chief Howard Lightbody, used to get very emotional on the last day when the class would prepare to graduate. I've shared those emotions as well, because it was such a high sense of energy and closeness by the end of the two weeks.

One of my top expectations of the class was to become a great team and to gel, to come together as a group. By that last day, you're tired. A lot of work goes into preparing, coordinating, hosting, teaching and managing the class, but when that last student leaves the room on that last day, it becomes quiet, and there's a sense of sadness to that. It's kind of an emotional moment.

I don't know if they let you do this anymore, but they used to let you have the following Monday off so you could regroup, and then by Tuesday you were right back to work getting ready for the next class.

**You have to recharge your batteries. I can imagine it would be very exhausting dealing with everybody.**

BP: On the record, I hope they let you have that Monday.

**You mentioned the Master Chief that was aboard the USS Cole. Any other students stand out in your mind?**

BP: So many of them do because now. I think you're probably seeing a lot more, Jaymie, that have combat experience.

**Are these veterans of Afghanistan and Iraq talking about their experiences? Is this a venue to share their experiences of war?**

JB: I think it's both. I think those that want to share, do share. And I think those that are still struggling with it will sometimes share bits and pieces but not everything.

For two recent classes, I had the opportunity to take the class down to the wounded warriors and we had lunch, and got a tour of their recovery process. I hope to continue doing this. As Senior Enlisted Leaders, it shows us what happens after the battlefield, or after wherever we're deployed. We see them; we take care of them there, and then we know that they're going on to get continued care, but we don't see the after effect, and I think it was a great piece for the participants of those two classes that actually got to see the rehabilitation, meet the wounded warriors, and actually talk to them.

BP: That's a great idea.

JB: Yes. It was phenomenal.

BP: I think that speaks volumes.

**What are some of the biggest challenges of this course?**

BP: It's always money. You're always fighting the budget battle. Also, it's always a bit difficult trying to get everybody's schedules on track so you can bring in all your subject matter experts and guest speakers. I was very fortunate, and I hope you are too, Jaymie, but everybody was pretty responsive and it was almost a matter of routine for the speakers. People had the dates ahead of time so they knew when the classes would be held. I think you're a lot more flexible with the schedule than, I think, we were. In fact, Jaymie just sent out the schedule today for the November class and said, "Hey, tell me when you want to speak, not this is when I need you to speak." She gives us the flexibility to work around our schedule.

**How many speakers are we talking about?**

JB: I have about 20.

BP: That's a lot to coordinate.

JB: Twenty in two weeks. Additionally, like Brian said, I would also say one of the greatest challenges for me is money. In the back of my mind, right now, EMDEC is not a required course for SEL'S, so I'm always worried that because it's not necessarily a requirement for them to come, the course may be on the "chopping block." What the participants learn here, speaks

volumes and what they can take away from here is so valuable. I don't want to step on the toes of the Senior Enlisted Academy because I think that's a great opportunity for them to hone their leadership skills and develop as leaders as well. I attended the SEA and I thought it was phenomenal. I think it's important as the senior enlisted leaders to understand the organization and the executive level of Navy medicine. What I'm finding out throughout the short time I've been the Course Director, my focus is to emphasize the program to newly selected and younger SELs and Chief Petty Officers. I've heard over and over from those Senior Chiefs or Chiefs that have been in for a while, "Man, I wish I would have come to the course a lot sooner because I would have not wasted so much time struggling to figure out who did this or how that worked."

BP: We're getting more return on our investment by bringing them here when they are relatively young and junior Chief Petty Officers. We get more bang for our buck!

**I can imagine it's a thing of pride to be selected for the course, because not everybody gets to go through the course, right?**

JB: I would say if they want to attend the course, eventually they will.

BP: But, with that said, yeah, there are people that probably have not had a chance to come because there are budget shortfalls or the timing wasn't right. But you know what? Something that Jaymie just said too about it not being a requirement-it certainly was a ticket-puncher back in the day to get promoted. It was one of the things that helped you along the way. Unfortunately, it is not a requirement, but I'll tell you what, the return on your investment, coming here and spending that time with 350 to possibly over 700 years of service and experience, I mean, you can't leave and not take something away.

**How is the spirit of consolidation, that jointness, affected this program?**

JB: As far as the course, I would say, I think it's not a bad thing because I think they're learning from one another and they're learning their culture; they're learning the way that maybe a different service does some things, and I think that's helping with a lot because it's hard when you are in a path of, "This is how we've always done it." And now here we've got to do things a little bit different. Well, how do you mesh the two together? And I think this is another avenue for them to sit down and really understand, "Okay, got it." Because I believe that there's a big difference from a Navy SEL, from an Army SEL, to the Air Force and Marines. Their mentality is different, and

here they're starting to understand one another and grow that cohesiveness.

BP: It's tough being the pickle in the onion jar, or the onion in the pickle jar, and eventually when the two blend together you find out it's probably not that bad.

**In many respects, this is an exercise in learning the identity of your service, your history, but I'm curious if there's anything equivalent to this in the Army or the Air Force?**

JB: Yes, the Army has similar course. The class is presented in San Antonio, Texas.

BP: Are you talking about the Sergeant Major's Academy?

JB: No, they have something that's similar to EMDEC. The course is called the Joint Medical Executive Skills Program

BP: Is it for Army medicine?

JB: Yes, because I was looking at trying to attend it just to see what the two differences are.

**And is that a joint Army/Air Force?**

JB: I don't know for sure.

**Okay, well, in your opinion, what is the legacy of this course? What would you want people five years, ten years from now to know about this?**

BP: I would like them to be able to walk away with a renewed sense of what their responsibilities are, not only for the Navy, but specifically Navy medicine. For the people who are in an operational place to realize that maybe being on shore duty is not such a bad thing because there are great opportunities there and vice versa. I'd like people to come back and say, "Hey," just like Jaymie was saying, a lot of the Senior Chiefs come back and they say, "Gosh, I wish I had this five, six, ten years ago." I think that says a lot about the course when folks are going out and they're advocates of the program, "Hey, you really ought to apply for this because, man, that Senior Chief Brinkmeier, she runs a great program up there, and if you spend two weeks in that class, you're going to come back with some new tools and a bunch of resources. And it's like reenergizing yourself." And that's what, I think, the legacy is.

And I think for the fact that it's been going on now for almost 40 years, I think that really says a lot about the course.

**And I would imagine that every single Force Master Chief has attended this.**

BP: Oh yeah, Sherm Boss is the current Force, and he was one of my students. Terry Prince was one of my students, and it's great to see these guys that came here as young Chiefs doing such great things. Next to being a Command Master Chief, I think it's the best job. In fact, there are days I think maybe it was as fun as being a Command Master Chief because you get to leave your handprint on the course and a little bit on that legacy.

JB: I would definitely agree. I think the legacy is the overall knowledge of such a diverse rating that we are serving and how Navy medicine impacts the Department of Defense. Some students take everything and some take bits and pieces from the course. They may not use what they take as soon as they leave, but they may find the information valuable when they go to their next duty station, or, they can pass the knowledge onto the Sailors currently in their charge. They can "pay forward" the information that they were taught here, whether it be a lesson learned, or the history of D.C. The absolute most valuable thing that the students take away is the ability to network and understanding the importance of networking amongst the different services, I think that's the legacy itself.

BP: You know it's funny, when I was a second class, I was stationed at the Naval Submarine Medical Center in Groton, and I remember a Chief talking with a Senior Chief, and I was standing

there by a copy machine and I was listening to their conversation, and I remember this Chief talking about how adamant he was that he wanted to get to this Health Resources Management Course and kind of griping about how competitive it was to get in, but he really wanted to go because he knows it's going to help his chances to get promoted. And I'm sitting there listening to this, and the Senior Chief's telling him, "Yeah, I hope you can get in there; you really ought to go." And I'm thinking, "Man, I wish I was a Chief because I'd love to go TAD for four weeks in Washington, D.C. How cool would that be?" Then by the time I was actually a Detailer, and that's when the Detailer shop was in the annex in Arlington, I went to HRM and it was two weeks and I said, "Man, now I know why everybody wanted to come." And back in those days, the last speaker was Jack Fellowes.<sup>1</sup> I was just mesmerized. And Jack, right up until just before you took over, he was still coming for all those years. From the first time the course was held right until 2010, Jack closed out the classes. And when I was here I would sit every single time Jack spoke and listen to his stories, and you could hear them over and over and over again and they still had a lot of meaning, and you talk about a guy that left a huge impression on each class.

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<sup>1</sup> John Heaphy "Jack" Fellowes (November 22, 1932 – May 3, 2010) was a U.S. Navy captain, pilot, and prisoner of war (POW) during the Vietnam War. He was known as "Happy Jack" because of his infectious sense of humor, which he maintained even while a POW.

BP: Yeah, and if you had told me when I was a young Chief that I'd come back here as the Course Director, I would have chuckled at you. And actually, when I first got here, I came with the idea that I was going to take over as the CMC, and the person that was running HRM the year before had told me, "I don't think I want to be the CMC. I love running HRM." When it came time to get my orders, "I'm going to go down to Naval School of Health Sciences and be the Command Master Chief" and I got here and the gal said, "You know, I think I want to do the CMC job." So they fleeted her up, and I said, "Well, where does that leave me?"

And they said, "Well, you're going to run HRM."

And I said, "AH, I don't know the first thing about it."

They said, "You're going to sit through one again; you'll co-facilitate, and then it's yours."

When it came time to co-facilitate I said, "Well, I think I'll do the module on Group-Think." And I got up and I had a bunch of index cards, and basically read off index cards, and it didn't go so well. And you can imagine what the evaluations were like. I got horrible evaluations, absolutely horrible.

Master Chief Donna Williams, the out-going Course Director said to me when she first started she didn't know PowerPoint, didn't know how to run a projector, but she said, "First of all,

what you need to do is to take all that stuff home and play with it on the weekend, learn PowerPoint. You're going to get a chance to go to instructor school, but you have to learn the material and then just be yourself." And by the time I left, it turned out to be one of the best jobs I've ever had. I love to teach; I don't have that fear anymore, and it just turned out to be-actually, it was kind of a life-changing thing for me.

**You mentioned instructor school, is this a pre-requisite in order to serve as Course Director?**

JB: You don't have to; however, I am a 9502, I am an instructor. I was an Instructor at Hospital Corps School from 2007 through 2010. The presenters that present the material are doing more facilitation than instructing at this point. Is Instructor School a requirement?

BP: It was not really a requirement, but they said if we have the opportunity and the money to send you, to go. And it was funny because I was here about 18 months and they said, "We're going to let you go to Instructor School."

I said, "I don't know that I really need to go. I'm not big on going to Norfolk."

And they said, "Well, we're going to send you to Newport."

I said, "Okay, I'll go."

It turned out to be a good thing because I thought my instructing abilities were coming along pretty well, but you're able to hone those skills a little bit and pick up some techniques.

**Do you remember your first class?**

JB: I do. It was my first course and I was hoping to meet the high expectations people had for it when Brian, Senior Chief Indira Kozak and then Master Chief Kimberly Lamb directed it. But like Brian said, you've got to put your own spin on it, and when you get comfortable, then it flows. And I think each Course Director brings something different.

**Was it a frightening experience to get the evaluations back after your first course?**

JB: Actually, I'm a big believer in feedback, so as Brian can tell you, once I took over as Course Director I give each instructor or facilitator their course feedback from the student. I think it helps with the education; I think it helps how you facilitate and learn what the students are getting out of it. You'll always find one or two that may you think, "Man, I missed the mark on that one, what do I need to improve or change?"

**Sure, but it's beneficial.**

JB: It's very beneficial. There may be some nit-picks like "Well, this didn't apply to me because I don't do this right now." And that's why I have to reemphasize, it's an overview of Navy Medicine and leadership. You never know what position you will be serving in three years.

**Now, Chiefs can be a tough crowd and brutally honest at times.**

BP: I think there were a couple times I was disappointed in classes, and one of the times I won't even share because it's a very embarrassing situation. I don't know if I ever shared it with you, Jaymie, and it had to do with some stuff that happened out in town. But another time, one of the modules that we had presented was the Family Advocacy Program (FAP), because all folks in Navy medicine are supposed to be trained yearly on family advocacy. One thing I thought would be beneficial is family advocacy because a lot of people in senior enlisted rolls have a bad taste in their mouth about it. They think it's designed to ruin people's careers, and really it's not.

And so I asked a friend of mine, a guy by the name of Bill York, who served as a clinician at the Fleet and Family Support Center in Annapolis, and he said "I would love to."

So he taught the class for eight times a year for four years. Some of the classes would welcome the material, but there was one class that just brutalized this guy, and it was the last class of the day. And when he was done, he was just like a whipped dog. And I could see it in his face; I could see it in his eyes, and when he left I said, "Before you run out to the bus I want to talk to you all." And I said, "First of all, Bill is a friend of mine who volunteers his time to come down here, and he is the messenger. He's only trying to share something with you. And for the way you responded to him and the way you treated him, I'm kind of embarrassed." And so the guy that was the class leader said, "Maybe we should call and apologize."

I said, "That's up to you. I can't tell you what to do." And I don't know if they ever did that or not, but I certainly apologized to Bill.

And Bill said, "You know, it's okay. It's a tough subject." And trying to teach something like that to 40 Chiefs, Senior Chiefs or Master Chiefs, that's hard.

JB: It gets tough because there's certain topics that are brought up in presentations where you have senior enlisted leaders that take passion in what they do, or what didn't work for them. So then they want to take it out, like you said, on the messenger of who's presenting the policy. Sometimes you've

got to stop it because it's an overview. It is important to maintain professionalism.

**If you could change the course today, what would you change?**

JB: Given any amount of money that I have?

**Yes.**

JB: If I could change one thing, I would love to be able to take our senior enlisted leaders down to San Antonio for one day and give them a tour of the new Hospital Corps School there and let them have a better understanding of how the process of training new Hospital Corpsman is evolving.

BP: I probably won't be here long enough for it to happen, but to have some of your Corps School students come back here as Chiefs. Unfortunately, you won't have enough time for that, but maybe.

**Anything else you want to add?**

JB: I just hope that this course continues on. I look at the enlisted training career path, and you know, over a 30 year career, there are few opportunities for this type of training. Whether it be your NEC training, leadership training, or whatever. I think it's very fortunate that Navy Medicine allows us to do this. All the enlisted training opportunities

combined, such as "A" School, technical (NEC) training or the Senior Enlisted Academy, do not equate to what the Officers get through a single DUINS program. So, I think the investment in EMDEC is huge.

BP: It gives the people that are going to carry the torch forward the opportunity to learn from some of the people who are getting ready to retire. I always ask when I'm in here teaching, "How many of you are getting ready to retire within the next two to five years?" And you'll get a bunch of people that will raise their hands, and you get a bunch that aren't. So, you get some of those young Chiefs, and you get a guy or a gal that just made Chief in maybe nine or 11 years. And if they're going to be around for 30 years you know you're going to get some bang for your buck, and I think it's important that we give those people who are carrying the torch forward the opportunity to learn from those people who are getting ready to transition out.

**Thank you both.**

BP: My pleasure.

JB: Thank you.